	Nutrition Education Lesson Third Grade (TL-3-4)		
Nutrition constructs	This lesson is designed to increase students' self-efficacy to choose milk as a healthy beverage and read nutrition labels.		
Iowa Core	21 st Century Skills – Health Literacy (3-5) – Practice preventive behaviors – Choose healthy foods.		
Supplies	Physical Activity Card Set (provided)	Time	30-45
needed	Two types of nutrition facts labels	required	minutes
	o Foods – choose common foods students will recognize like bread, crackers, cereal, cookies or chips. If at all		
	possible, provide students with the full packaging, not just the label.		
	 Beverages - including, at minimum, the following: whole milk, fat-free milk, soda (choose a popular brand), 		
	Gatorade and an energy drink such as Monster or Red Bull. If these labels are not available to you, many can be accessed online.		
Before the	Procure the nutrition facts labels described in the supplies section and throughout the lesson.		
lesson	 Read through the following lesson and customize the approach to suit the size of your class 		
	Write the following lists on the board.		
	 List #1: Dietary Fiber, Protein, Vitamins, Calcium, Iron 		
	 List #2: Calories, Total Fat, Saturated Fat, Cholesterol, Sodium, Sugars 		
	Write questions from #5 on the board or have them available for each group.		
Lesson	1. Begin this lesson by doing a few minutes of physical activity with your students. Choose an activity from the physical activity card set provided. Take the opportunity to remind your students how important it is to be active throughout the day to keep our bodies and minds strong.		
	2. Have students form several groups and give them the food packaging including the nutrition facts labels, do not distribute the beverage labels yet. Tell students we are going to discuss how to read a Nutrition Facts Label to determine which foods are the healthiest choices for us.		
	3. Tell students that first they are going to look at the parts of the label that tell us what nutritious things are in the foods we eat. Direct their attention to the list containing fiber, protein, vitamins, calcium and iron. These are the healthy things in food; we want the numbers next to these words on the label to be as high as possible. Discuss the following questions as a class:		
	 Look at your label and find the line at the top where it says "servings per container", a serving is how much we should eat at one time. How many servings are in your container? 		
	Look at your label and identify how much protein and fiber your food contains.		
	 Take responses from the class, how high are the numbers? Which foods have the highest numbers? 		
	Does anyone's label list any vitamins, calcium or iron?		
	o Take responses from the class, which foods have the highest numbers?		
	4. Direct students to look at the other list, containing calories, fats, sodium and sugar. These are the things we want to eat length numbers to be smaller. Discuss the following question as a class:	ss of so we	want these
	 Look at your label and identify how much of each of the things on the board are in your group's food. 		
Continue on page 2	O Have groups share and compare their findings.		

- 5. Pick up the food labels and distribute the beverage labels. Explain to students that they're going to compare different beverages to figure out which ones are healthy choices for us. Each group will answer the following questions using their beverage label.
 - How many servings are in the container? Does this surprise you?
 - How many calories are there in each serving?
 - How much fat is there in each serving? Is any of the fat saturated fat?
 - How much sugar is in this drink?
 - How much protein is in this drink?
 - Are there any vitamins listed?
 - Are there any messages about health or nutrition on the label?
 - Look at the two lists on the board, remember for list #1 we want the numbers to be higher and we want the numbers on list # 2 to be lower. Does your group believe this is a healthy choice?
- 6. Give each group a chance to share their findings and assessment.
- 7. Encourage students to always check the nutrition facts labels on their drinks and snacks to determine if they have the nutrients our bodies need and not too much fat, calories or sugar.